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ABSTRACT

Two questionnaires were sent to all school boards and a sample of teachers in Ontario to assess how receptive boards and teachers are to job sharing as an alternative work pattern in schools affected by declining enrollment. The report gives the background of the concept of job sharing and an analysis of the benefits, work situations, and problems relating to implementation of such a work pattern. The data collected indicate that most respondents are not enthusiastic about job sharing. The authors therefore recommend that job sharing be initially tested in limited and carefully supervised situations, as in special, low enrollment programs, and that part-time teaching and off-work periods be offered to those who would prefer such an arrangement. (Author/WD)

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A Consideration in the Context of Declining School Enrolments in Ontario

KRISHNA KUMAR

OCTOBER, 1978

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THE COMMISSION ON DECLINING SCHOOL ENROLMENTS IN ONTARIO (CODE)

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Job Sharing Through Part-time Contracts

A Consideration in the Context of Declining School Enrolments in Ontario

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September 1978

This report is based on a study of attitudes of teachers and representatives of school boards in Ontario towards job sharing and part-time contracts in teaching. The study was conducted by circulating two questionnaires among all the school boards and a sample of teachers across the province during the summer of 1978. The purpose of the study was to assess how receptive teachers and school boards are towards job sharing as an alternative work pattern in schools.

The report is divided into five sections. The first section describes the context of the study; the second section provides a background and explanation of the concept of job sharing; the third gives a description of the two questionnaires used as an instrument. Analysis of the data is given in the fourth section and the last section consists of the conclusions and recommendations. Five tables have been used in the fourth section to represent some prominent features of the analysis. A list of references and an appendix, presenting the basic format of the questionnaires, are given at the end.

1. The Context

A substantial decline in school enrolments in the next few years is likely to affect all aspects of the educational system in Ontario, and one of these aspects is teachers' work patterns. The present pattern is linear, like the one available in any other professional career. It starts with training and moves through accumulation of experience and professional development towards termination in retirement. In daily life, it offers a clearly defined routine consisting of full-time work for which the individual alone is accountable. This system may begin to look expensive in a future of sizeable reduction of school populations and a static employment situation. There might be widespread layoff of teachers and fresh recruitment might become scarce. Low enrolment rates will directly affect pupil-teacher ratios and the two most obvious victims will be small boards and specialist courses in all boards.

2. Background and Explanation of the Concept

Concern about the future of the linear work routine is quite common in business and industry, and is often associated with futurist thinking in the context of the demands that post-industrial people are going to make on employers. These demands include flexibility in career and greater amounts of leisure than are available at present. However, the major cause for futurist thinking is what looks like an almost certain decline of employment potential in the present industrial structure and the socio-political problems that will come with the rise of unemployment. This is the context of Fred Best's idea of recycling people for flexible life scheduling (Best, 1978).

Another source of thinking along alternative ways of scheduling work is a gradual loosening of the grip of the work ethic accompanied by disenchantment with the concept of career and success in a competitive milieu. This has created, especially among the young, an urge for ways of life that can accommodate individual freedom and needs better than traditional careers do. The rise of "the uncareerist" and the "non-careerist" are symptoms of an increasing desire among the young to ignore the conventional models of success (Hearn, 1977; Lazer, 1975). In terms of the individual, the trend simply means that the new employee has more needs than his/her profession can normally satisfy and he/she is not ready to sacrifice these needs for the sake of success.

Job sharing and part-time work are the two most commonly recommended forms of alternative work patterns. Job sharing, in highly simplified terms, means the sharing of one job by two or more people. Weil (1976) has distinguished between job sharing and part-time work on the grounds that the former emphasizes common roles, equal power and status, and equal responsibility. These grounds, however, can as well be applied in part-time work scheduling. The essential aspect of the distinction is whether work is divided or shared. Obviously, it is a matter of decision according to the nature of a job whether responsibility is equally divided among the workers or jointly shared. In either case, the employing capacity of a job is increased, and therefore

we get a situation where more jobs can be created without actually having more work to do. The more telling distinction between the two is whether full-time employees share full-time assignments on a task variation basis or full-time positions are filled in by part-time persons. Only the second arrangement would carry economic benefits for the employer, especially when the job we are considering is teaching. In this sense, job sharing through part-time work would be very different from differentiated staffing where new and sophisticated possibilities of work are created. In job sharing among part-time employees, we generate additional job opportunities without having to generate more work. In fact, this arrangement can help us create additional work opportunities even if the actual amount of work is shrinking as is going to be the case in schools with smaller pupil populations. That is how this mode of work scheduling eases unemployment.

Writers (e.g., Greenwald, 1973) on job sharing say that it would yield several benefits in addition to control on unemployment. These include greater chunks of leisure, opportunities for fulfilling personal priorities, infusion of new working populations, higher productivity, reduced absenteeism and greater possibility of innovation. There are reports (e.g., Sandler and Platt, 1973; New Ways to Work, 1976) that support such promises. However, we must take these benefit packages with caution since reports on actual results from implementation of job sharing schemes are much fewer than discursive essays on the issue.

Two countries where part-time teaching has been considered for application on a wide basis in recent years are England and West Germany. The National Union of Teachers in England made a proposal last year for "job-swapping" implying transfer of old teachers from schools to government schemes for school leavers and recruitment of newly qualified teachers in the vacated places (Times Educational Supplement, 1977). In West Germany, recommendations were made for granting temporary contracts offering half or two-thirds of the normal hours of work without tenure, automatic promotion and other advantages (Times Educational Supplement, 1976). West Germany is coping with thousands of qualified unemployed teachers.

3. The Instrument

Two questionnaires were designed to find out how receptive board representatives and teachers in Ontario are towards job sharing under part-time arrangements, how they perceive the benefits and problems which the implementation of part-time contracts will present, and what kinds of work situations and arrangements they would consider feasible. All the questions gave four options for response to every item contained in the question, ranging from a highly positive or supportive response to a highly negative or disapproving response. (See Appendix for the format of the questionnaires.)

The following table represents the number of recipients of the questionnaires and the number of respondents. The school boards whose representatives responded to the questionnaires represent about 48% of the total student population in the province.

Number of boards in Ontario	Number of boards to whom the questionnaire was sent	Number of boards who responded	Number of teachers in Ontario (OTF 1977 members)	Number of teachers to whom the questionnaire was sent	Number of teachers who responded
193	193 (100% of the total number of boards)	90 (46.63% of boards in the province)	108,760	1,041 (.95% of the total population of teachers)	480 (46% of the teachers to whom the questionnaire was sent)

The percentages used in the following analysis refer to the number of board representatives and teachers who actually responded.

4. The Analysis

The following analysis of the responses to the two questionnaires is divided in five sub-sections. The first sub-section presents respondents' views on the likely beneficiaries of job sharing arrangements; the second gives an analysis of the respondents' views on the

likely benefits; the third deals with the feasibility of some work situations in which part-time contracts are involved; the fourth describes respondents' views of different work arrangements in job sharing situations; and the last sub-section presents the problems that might have to be faced in implementing part-time contracts.

4.1 Beneficiaries (Table I)

The single biggest category of people who are expected to benefit from the availability of job sharing are jobless teachers. About 82% of the board representatives and 85% of the teachers surveyed in the study feel that jobless teachers would get a great or substantial benefit. Other categories which are considered to be likely beneficiaries are women teachers with young families, women teachers during maternity periods, teachers who are either in need of a change or have other rewarding interests. A majority of teachers feel that pre-school children would benefit, but their opinion is almost equally divided over the likely effect of part-time teaching on school going children. About 62% of the board representatives feel that children will be disadvantaged in general even though, in response to another question, 62% of them have said that the possibility of low commitment from part-time teachers is very low and 51% of them feel that there is no risk of decline in student-teacher relationships due to part-time teaching (see Table V). Why teachers think that school age children will be disadvantaged is easier to interpret as 54% of them find the danger of poor rapport between students and part-time teachers a real one and about 50% of the teachers fear a low commitment from part-time teachers (see Table V).

Categories on which support and disapproval is almost equal cover graduates from or still at faculties of education, probationary teachers, and people approaching retirement. It is obvious that B.Ed. candidates are not perceived as jobless teachers and part-time arrangements are not seen as a recommendable way for people who have not yet entered the profession. People who are likely to be disadvantaged are administrators, unmarried teachers, and tenured full-time teachers. Administrative inconvenience is perhaps the main reason -- as responses to

Table I

Respondents' Views of Possible Beneficiaries

(selected categories on which strong support or opposition was expressed have been represented here)

Possible beneficiaries suggested in the two questionnaires	% of respondents who feel benefit is likely		% of respondents who feel benefit is unlikely or disadvantage may occur	
	Board representatives	Teachers	Board representatives	Teachers
Jobless teachers	82	86	18	14
Tenured teachers	33	35	63	64
Retired teachers	36	44	61	56
Women teachers with a working spouse	83	84	14	15
Administrators	30	86	18	14
Children	32	55	62	45

another question indicate -- why administrators would be disadvantaged by part-time contracts. Unmarried teachers will perhaps find part-time contracts quite inadequate to fulfil their economic needs. The only way one can imagine full-time tenured teachers can be disadvantaged is if administrators abuse their authority by imposing part-time contracts on economic grounds -- a fear conveyed through teachers' support to a later item which board representatives found pointless (see Table V).

An item referring to men and women teachers with little opportunity for promotion got negative responses with more than 60% of the total participants saying that such persons will get very little benefit or may even be disadvantaged. Nevertheless, over 80% of the teacher respondents feel that both men and women teachers in need of a change will benefit, and over 70% of the board representatives feel that teachers taking graduate work will benefit. Part-time contracts are not seen as a substitute for promotion, but rather as a means of taking one foot out of the profession for a while -- most probably to place it in the area of a personal priority.

It seems that job sharing is found most suitable for people at initial stages of their careers. Problems that have caused a serious challenge to the concept of career in other countries, especially the United States, may not be as common in Canada as one might like to think on the basis of similarities between the American and the Canadian societies and styles of living. It is certain that part-time contracts will be more applicable among women than men, particularly at the beginning of family life with children. Participants see part-time work as a functional and expedient arrangement rather than an alternative style of work. This attitude does not seem to warrant a very enthusiastic reception of the idea if it were to be pushed on purely economic grounds.

4.2 Benefits (Table II)

In the question on possible benefits of job sharing, the only item which got a positive response from over 80% of the participants, presented part-time arrangements as a means of providing better conditions

Table II

Selected Possible Benefits From Job Sharing

Benefit suggested in the questionnaires	% of respondents who find the benefit likely		% of respondents who find the benefit unlikely	
	Boards representatives	Teachers	Board representatives	Teachers
Schools will be able to maintain specialized courses	64	61	32	42
Teachers will have better opportunity for professional development	77	69	19	29
Overall saving in income tax for part-time teachers	62	61	44	39
Better possibility for fulfilling personal priorities	87	84	9	16
Boards will help the economy by employing more people	49	62	47	37
Less absenteeism	55	57	42	41

for fulfilling personal priorities such as raising a family. It is interesting to observe that despite the single biggest category of beneficiaries being jobless teachers, the possibility that part-time arrangements will help boards to cope with a difficult economic condition by hiring more people did not meet much agreement. This was considered unlikely by 25% of the surveyed teachers and 14% of them found it to be very unlikely. Among board representatives, negative response was more pronounced. What is being conveyed here is that part-time contracts may be good for people who become jobless in a difficult economic period, but they do not represent a good enough solution for the system.

Several professional benefits such as alleviation of excessive workload due to shrinkage of staff, less absenteeism, higher morale among teachers, rotation of administrative responsibilities and democratization are not clearly related to part-time arrangements for a large number of people. These benefits figure quite frequently in essays and reports on alternative work patterns. The possibility of better opportunities for professional development and diversification of personal activities, however, does seem to be a real one to more than 60% of the teachers and so does the attraction of overall tax savings in part-time work. This leads to the conclusion that alternatives to the present full-time arrangement are seen positively when the context is a teacher's personal life. Part-time work is acceptable mainly for staying in the profession and as an available means for temporarily withdrawing from the constraints of professional life to look after some personal needs. It figures as a short spectrum in a professional career rather than as a professional style. As far as the system is concerned, the only major benefit it might get, according to 64% of the board representatives and 56% of the surveyed teachers, is that boards will be able to retain highly specialized courses. This can certainly be a great benefit and an important reason to try job sharing arrangements.

4.3 Work Situations (Table III)

What sorts of alternative work situations would be most feasible if job sharing and part-time contracts were to be tried in Ontario? A

Table III

Feasibility of Some of the Work Situations Suggested in the Questionnaire

Suggested work situation	% of respondents who find it feasible		% of respondents who unfeasible	
	Board representatives	Teachers	Board representatives	Teachers
Two part-time teachers sharing a job	55	72	42	28
Sharing of specialist teachers among boards	72	42	26	59
Travelling teachers	65	47	34	54
Husband and wife sharing a job	64	46	32	54
Rotation of administrative responsibilities	61	50	37	50

highly favoured item is sharing of specialist teachers. Board representatives think that exchange of teachers between boards would be highly feasible, but teachers have given strong support only to inter-school exchanges and 59% of the surveyed teachers find inter-board exchanges unfeasible. The suggestion of creating a provincial pool of teachers to fulfil short to medium term assignments for which small school boards are unable to afford increases in full-time staff did not get much support from teachers and 54% of the teachers found it unfeasible. It appears that the logistics of exchange between boards are a source of worry for most teachers as their response to a question on problems of part-time work also suggests. Over 75% of the teachers feel that part-time contracts will create administrative inconvenience and 70% of the teachers feel that administrators might abuse their authority to impose part-time contracts on some teachers. As one might suspect, board representatives do not agree with this. Abuse of administrative authority is quite unlikely in the view of 76% of the board representatives, although 68% of the representatives do think that administrative inconvenience is likely to occur. There is disagreement between teachers and board representatives on the feasibility of work arrangements involving part-time contracts. The feasibility of two part-time teachers sharing a job is quite high for teachers, but very moderate for board representatives on an average. Apparently, teachers and board representatives do not think similarly on many aspects of the system's reliability. This must be a prime consideration before any mode of alternative work patterns is thrown into practice on any scale.

It seems unlikely to 54% of the teachers that family arrangements involving job sharing on a part-time basis would be successful. Rotation of administrative responsibility within an institution does not appeal to many teachers and board representatives, but there is, nevertheless, substantial support for it. Interestingly enough, this support is expressed more clearly by board representatives than teachers. One wonders whether this means that teachers are less eager to take up administrative responsibility than board representatives think teachers are. Board representatives' views of part-time administrative roles are very negative; 44% of them find this impossible and only 5% of the representatives find it highly possible.

4.4 Work Arrangements (Table IV)

Among possible time divisions for job sharing, half-time arrangement is feasible according to about 80% of the teachers and board representatives. There is moderate support for three-quarters arrangement while quarter time arrangement is strongly rejected. Out of long range arrangements suggested in the questionnaire, the only one to be clearly supported is one semester off, one semester on. Ideas like one year off, one year on; four days out of five, and four years out of five got support and opposition on an almost equal basis, and the option for almost any imaginable arrangement was rejected by the majority.

4.5 Problems (Table V)

The main source of worry in the implementation of a job sharing plan is administrative inconvenience and the problems that might come from it. This is why, perhaps, half time arrangement is considered more feasible than others -- since it would involve the least possible official inconvenience. Superannuation benefits, seniority arrangements, work schedules, finding and matching people for shared jobs are other problems that are likely to be faced according to a large number of people. Teachers see work environment and relationship with colleagues as important problems that might have to be faced by part-time contract holders. Fears such as low commitment from part-time teachers and decline in teachers' morale are present in about half the participants.

5. Conclusions and Recommendations

It is perhaps obvious that the study does not indicate a very high degree of enthusiasm in the province for job sharing as an alternative to the present work pattern in teaching. Asked to give an estimate of how receptive to part-time contracts teachers would be in their boards, 37% of the board representatives indicated uncertainty; 22% of the representatives said that teachers would resist part-time arrangements; and only 2.5% of the total number of representatives felt that teachers will be highly receptive. However, job sharing under part-time arrangements

Table IV

Feasibility of Work Arrangements
(only selected arrangements are represented here)

Work arrangement	% of respondents who find it feasible		% of respondents who find it unfeasible	
	Board representatives	Teachers	Board representatives	Teachers
About quarter time	20	17	76	84
About half time	79	81	15	17
About three-quarter time	57	65	39	35
One semester off, one semester on	61	75	34	24
Four days out of five	42	55	54	45

Table V

Respondents' Views of Possible Problems in Job Sharing
(only selected problems are represented)

Problems	% of respondents who feel this problem is likely to occur		% of respondents who feel this problem is unlikely to occur	
	Board representatives	Teachers	Board representatives	Teachers
Arranging work schedules	76	68	20	32
Protecting full superannuation benefits	65	85	32	15
Low commitment from part-time teachers	34	50	62	50
Decline in the quality of teacher-student relationships	43	54	51	46
Abuse of administrative authority by forcing teachers to accept part-time contracts	20	70	76	30
Administrative inconvenience	68	77	28	34
Decline in teachers' morale	37	49	57	51

may turn out to be the only answer to the likelihood of lay offs, particularly in small boards and in low enrolment programs. We cannot be sure that the people who participated in this study had some previous information on alternative work patterns and they had thought about the issue outside the context of the impending crisis of decline in school enrolments. The responses we have represent thinking under a crisis. This must be held in view while considering the following recommendations:

1. Job sharing should be tried out in limited areas under careful supervision to watch its effect on students, teacher-student relationships, teachers' morale and commitment.

2. Part-time teaching opportunities should be offered to people who would like to take them in order to fulfil personal priorities. In such cases, a very careful check must be made on arrangements regarding seniority and pension protection.

3. Apart from half and three-quarters time arrangements, part-time contracts should be made available as total off-work periods for individuals. For instance, we can devise work packages offering a semester off after every five semesters or so.

4. Job sharing should be tried first of all in special, low enrolment programs.

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Appendix

The following is the basic format of the two questionnaires used in the study:

1. Please circle the appropriate number to indicate the extent to which, in your opinion, the people in the following categories would benefit or be disadvantaged if part-time contracts were common.

   (Four options were given to indicate 1. Great benefit; 2. Considerable benefit; 3. Very little benefit; 4. Disadvantage.)

2. Circle the number of the appropriate response to indicate your estimate of the probability of the following benefits that might come from widespread use of part-time contracts.

   (The four options were 1. Very likely; 2. Quite likely; 3. Unlikely; 4. Very unlikely.)

3. Indicate how feasible you think the following part-time teaching arrangements would be.

   (The four options were 1. Highly feasible; 2. Moderately feasible; 3. Not very feasible; 4. Not feasible.)

4. Indicate the feasibility of the following work situations.

   (Options as in No. 3.)

5. Indicate your agreement or disagreement with the following problems that might come from making part-time contracts widely available.

   (Options as in No. 2.)

6. (Only for teachers)
   Suppose you are about to accept a part-time teaching appointment. Indicate how significant the following problems would be to you.

   (The four options were 1. Very significant; 2. Moderately significant; 3. Not very significant; 4. Insignificant.)

7. (Only for board representatives)
   Please estimate how receptive, in your view, the teachers in your board would be to part-time job arrangements.

   (The four options were 1. Highly receptive; 2. Moderately receptive; 3. Uncertain; 4. Resistant.)

C.O.D.E. INFORMATION SURVEY

QUESTIONNAIRE ON PROFESSIONAL DEVELOPMENT AND ON WORK PATTERNS

There are two purposes to this questionnaire:

To find out teachers' views on:

1. the effects of declining enrolments on professional activity days;
2. work patterns, especially part-time contracts. Declining enrolment in schools and economic constraints have created a situation in which the teaching profession is searching for strategies to maintain standards and humane living and employment conditions. These aims imply fresh, futurist thinking on one hand and recognition of existing possibilities on the other. This part of the questionnaire has been designed to serve this dual purpose. Most of the work patterns outlined in this part are related to part-time contracts but some involve full-time arrangements.

PLEASE RESPOND TO ALL THE ITEMS IN EACH QUESTION

PART A - BACKGROUND INFORMATION

---4

I 6

Directions: Circle appropriate number for each question.

1. Name of Board: _____ 7-9

2. Type of Board: 1 Public 2 Separate 10

3. Sex of Respondent: 1 Male 2 Female 11

4. Federation affiliate: AEFO 1, FWTAO 2, OECA 3, OPSMTF 4, OSSTF 5 12

5. Age: 21-27 1, 28-35 2, 36-43 3, 33-51 4, 52-58 5, 59+ 6 13

6A Experience, at June 1978, in years: 1-5 1, 6-10 2, 11-15 3, 16+ 4 14

6B Teaching/Responsibility Level: Primary 1, Junior 2, Intermediate 3, Senior 4 14A, 14B, 14C, 14D

Questions 7 - 9

Answer in box to the right.

	None	Doctorate	Masters	4 yr. Bachelors	3 yr. Bachelors	Post Secondary Diploma	Other (specify)	
7. Highest degrees held	1	2	3	4	5	6	7	15
8. Highest degree on which you are now working	1	2	3	4	5	6	7	16
9. Highest degree completed or in progress which was/is done on a part-time student basis	1	2	3	4	5	6	7	17

10. Position: (Indicate primary responsibility if you hold a split appointment).

Teacher	Principal	Vice-Principal	Head	Asst. Head	Consultant	Coordinator	Other-please specify			
1	2	3	4	5	6	7	8		9	10

18

11. Appointment:

Part Time			Full Time
Less than 50%	50%	More than 50%	100%
1	2	3	4

	Yes	No	
12. Have you ever taken University extension courses?	1	2	19, 20
13. Have you ever taken Ministry of Education courses?	1	2	21
14. During the next five years are you likely to take University courses?	1	2	22
15. During the next five years are you likely to take Ministry courses?	1	2	23
16. Do you hold a split assignment (e.g.) 50% VP & 50% teaching?	1	2	24
17. If your answer to #16 is "yes" please specify.			

	0-20	21-50	51-100	101-200	201-500	500+	
18. Greatest number of miles ever travelled (one way) for any one summer course	1	2	3	4	5	6	25
19. Greatest number of miles ever travelled (one way) for any one evening or weekend course	1	2	3	4	5	6	26

PART B - PROFESSIONAL DEVELOPMENT

1. For the following list of professional development topics you are asked for an estimate on four questions.

A.	How much professional development activity you have had in the past year.
B.	The extent to which that activity has benefited you.
C.	Your priorities for professional development over the next five years.
D.	Your board's need for external instructional assistance for professional development.

	A: How much you have had				B: Benefit to the quality of your teaching				C: Your priority estimate for the next five years				D: Your board's need for external instructional assistance for PD					
	Almost none	Small amount	Moderate amount	Considerable amount	Almost no benefit	Some benefit	Moderate benefit	Considerable benefit	Low	Some	Moderately high	High	Low	Some	Moderately high	High		
.1 Counselling and communicating with parents/ community groups.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	6-9	
.2 Educational goals set by any or all of society, board, Ministry, etc..	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	10-13	
.3 Evaluation of pupil progress including pupil diagnosis	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	14-17	
.4 New or improved instructional methods	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	18-21	
.5 Instructional objectives.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	22-25	
.6 New or reorganized content.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	26-29	
.7 Post-graduate degree programs	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	30-33	
.8 Activities leading to certification and credentials	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	34-37	
.9 Personal development.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	38-41	
.10 Federation-sponsored activities	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	42-45	
.11 Interpersonal skills.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	46-49	
.12 Implementation of Ministry Guidelines and support material.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	50-53	
.13 Implementation of Board Guidelines, programs of study, and support materials	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	54-57	
.14 Curriculum development knowledge and skills aimed at making you a better developer of curriculum.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	58-61	
.15 Philosophical, historical and/or psychological foundations of education including research .	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	62-65	
.16 Other, please specify_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	66-69	
.17 _____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	70-73	

20

2. Does your board provide, *in addition* to regular P.D. days, the following P.D. opportunities for teachers?	Yes	No	4 / 3 5
.1 Released time to attend workshops on new programs being implemented by the board.	1	2	6
.2 Released time to attend workshops of their choice . . .	1	2	7
.3 Budgetary support to attend conferences	1	2	8
.4 Budgetary support for tuition fees for university or Ministry courses.	1	2	9
.5 Evening/weekend meetings/workshops provided by board personnel	1	2	10
.6 Budgetary support for federation activities	1	2	11
.7 Sabbatical/Study leaves: full year - full salary . . .	1	2	12
full year - partial salary. .	1	2	13
full year - no salary	1	2	14
.8 Sabbatical/Study leaves: part year - full salary . . .	1	2	15
part year - partial salary. .	1	2	16
part year - no salary	1	2	17
.9 Other (please specify).	1	2	18
.10 _____ . . .	1	2	19

3. The following statements refer to your activities between September 1, 1977 and August 31, 1978. (Please circle)			
.1 Attended or will attend one or more Ministry courses. .	1	2	20
.2 Attended or will attend one or more university undergraduate courses.	1	2	21
.3 Attended or will attend one or more university graduate courses	1	2	22
.4 Was or will be a member of a board-sponsored curriculum committee	1	2	23
.5 Was or will be a member of a federation committee at the local level	1	2	24
.6 Held or will hold an elected or appointed office with the federation/affiliate.	1	2	25
.7 Member of a curriculum writing or implementing team at provincial or board level	1	2	26
.8 Attended or will attend a conference on a topic related to education.	1	2	27
.9 Attended or will attend workshops beyond those held on P.D. days	1	2	28
.10 Attended or will attend a course given by other than a university or Ministry.	1	2	29
.11 Presented or will present an educational address or workshop.	1	2	30
.12 Excluding course reading, I read an average of at least one professionally relevant article or book/per month .	1	2	31
.13 Had serious discussion on education at least once a month (exclude courses, committees, in-school discussions). .	1	2	32
.14 Tried or will try at least three new curriculum or instructional ideas	1	2	33

4. For the forms of teacher inservice A-E below:

4.1 Estimate the amount you have had in the past year;

4.2 Indicate who *you* think should give the instruction. (Circle more than one if appropriate.)

TEACHER INSERVICE:

	amount of inservice this past year				who you think should give instruction						
	More than once each six mo.	At least once every six months	About once a year	Less than once a year	Teacher Fed. and Organizations	Administrators	Other Teachers	Professors	Bd. Consultants/ Coordinators	Ministry Personnel	
A. can be embedded in the job with the emphasis on "hands-on" experience to improve teaching skills while working with the children. (e.g. analysis of television tapes on one's teaching)	1	2	3	4	1	2	3	4	5	6	6, 7-12
B. can be closely related to the job, but not take place while teaching. (e.g. a team of teachers can take an after-school workshop on team teaching)	1	2	3	4	1	2	3	4	5	6	13, 14-19
C. can consist of experience to improve general competence, but not tailored to specific needs as closely as the above experiences (A & B). (e.g. science teachers can take workshops on the teaching of biology)	1	2	3	4	1	2	3	4	5	6	20, 21-26
D. can be organized to help one obtain a new credential or prepare for a new role. (A teacher can prepare to be a counsellor, for example.)	1	2	3	4	1	2	3	4	5	6	27, 28-33
E. can facilitate personal development which may or may not be job-related. (e.g. one might study art history for personal enrichment which might or might not be evident in his/her teaching)	1	2	3	4	1	2	3	4	5	6	34, 35-40

5.

	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	
5.1 Indicate number of P.D. days in 1977-78 school year.											6-25
5.2 Indicate the most desirable number of P.D. days.											26-45

6. Indicate whether there has been a decrease or increase in the number of P.D. *days* in your board.

	No change	Decrease in days					Increase in days					
6.1 From 1975-1978. . . . . .Circle here:	0	1	2	3	4	5+	1	2	3	4	5+	46
6.2 Planned next year . . . . . .Circle here:	0	1	2	3	4	5+	1	2	3	4	5+	47

7. Estimate how important it will be to have professional development opportunities in the following areas *during the next five years.*	No importance	Little importance	Moderate importance	Major importance	
.1 Implementing multiculturalism.	1	2	3	4	48
.2 Implementing bilingualism.	1	2	3	4	49
.3 Implementing career counselling programs for students	1	2	3	4	50
.4 Implementing job training programs for students	1	2	3	4	51
.5 Extension of public schooling a) to include younger children (ages 3-5).	1	2	3	4	52
b) to include adults	1	2	3	4	53
.6 Acquiring skills necessary to identify the special needs of children.	1	2	3	4	54

	Almost not at all	To a small extent	To a moderate extent	To a great extent	
8. To what extent do you have a rich array of alternative professional development activities at your disposal?	1	2	3	4	55
9. To what extent have declining enrolment, reduced resources and other factors influenced the proportion of money spent by your board on:					
.1 Overall level of professional development activity	1	2	3	4	56
.2 Use of external resource people.	1	2	3	4	57
.3 Number of board support staff available for P.D. instruction	1	2	3	4	58

10. Indicate your estimate of the effect of each of the following on the annual number of P.D. days	Considerable increase	Slight increase	About the same	Slight decrease	Considerable decrease	
.1 Taxpayers' attitudes	1	2	3	4	5	59
.2 Teacher attitudes.	1	2	3	4	5	60
.3 Teachers' needs.	1	2	3	4	5	61
.4 Availability of external resource personnel	1	2	3	4	5	62
.5 Availability of board personnel for P.D. leadership	1	2	3	4	5	63
.6 Changing Ministry of Education Curriculum development policy	1	2	3	4	5	64
.7 Changing societal expectations for schools	1	2	3	4	5	65
.8 Changing school enrolments	1	2	3	4	5	66
.9 Changing teaching assignments for teachers	1	2	3	4	5	67
.10 Changing content and curriculum programs .	1	2	3	4	5	68
.11 Changing attitude of Ministry to core program.	1	2	3	4	5	69
.12 Changing federation attitudes.	1	2	3	4	5	70

11. Considering all your P.D. activities indicate the extent to which each of the following: A. Has determined in 1977-78; and B. If you had your way, *should* determine the *next* five years the *goals* of your inservice activities.	In 1977-78				Next five years				FOR OFFICE USE
	Almost not at all	To a small extent	To a medium extent	To a major extent	Almost not at all	To a small extent	To a medium extent	To a major extent	
.1 Ministry of Education.....	1	2	3	4	1	2	3	4	7-8
.2 Trustees individually or by board..	1	2	3	4	1	2	3	4	9-10
.3 Administrative offices of your board.....	1	2	3	4	1	2	3	4	11-12
.4 Consultant or coordinator diagnosed needs of individual teachers or groups of teachers.....	1	2	3	4	1	2	3	4	13-14
.5 School principal.....	1	2	3	4	1	2	3	4	15-16
.6 School staffs.....	1	2	3	4	1	2	3	4	17-18
.7 Individual teachers.....	1	2	3	4	1	2	3	4	19-20
.8 Book publishers.....	1	2	3	4	1	2	3	4	21-22
.9 Subject matter professors.....	1	2	3	4	1	2	3	4	23-24
.10 Education professors.....	1	2	3	4	1	2	3	4	25-26
.11 Teacher organizations.....	1	2	3	4	1	2	3	4	27-28
.12 Consulting firms.....	1	2	3	4	1	2	3	4	29-30
.13 Parents and other community groups..	1	2	3	4	1	2	3	4	31-32
.14 Council of teachers, administrators and parents.....	1	2	3	4	1	2	3	4	33-34
.15 Other (Please specify)_____	1	2	3	4	1	2	3	4	35-36
.16 _____.....	1	2	3	4	1	2	3	4	37-38
.17 _____.....	1	2	3	4	1	2	3	4	39-40
12. Indicate the extent to which each of the following determines the ways in which P.A. days are used by your board.									
.1 A committee of administrators.....	1	2	3	4	1	2	3	4	41-42
.2 One administrator.....	1	2	3	4	1	2	3	4	43-44
.3 A committee of teachers.....	1	2	3	4	1	2	3	4	45-46
.4 Individual teacher interest.....	1	2	3	4	1	2	3	4	47-48
.5 A committee of administrator(s) and teacher(s).....	1	2	3	4	1	2	3	4	49-50
.6 Parent or other community input....	1	2	3	4	1	2	3	4	51-52
.7 Teachers' Federation.....	1	2	3	4	1	2	3	4	53-54
.8 Other (Please specify)_____	1	2	3	4	1	2	3	4	55-56
.9 _____.....	1	2	3	4	1	2	3	4	57-58
.10 _____.....	1	2	3	4	1	2	3	4	59-60
.11 _____.....	1	2	3	4	1	2	3	4	61-62

13. Indicate your opinion about each of the following in-service possibilities:

	Extremely appropriate	Very appropriate	Appropriate	Not too appropriate	Not appropriate at all	FOR OFFICE USE
.1 Giving teachers released time while school is in session (and instruction is provided for students by team members or other)	1	2	3	4	5	63
.2 On-the-job in-service training (during school hours).	1	2	3	4	5	64
.3 Closing school for an afternoon or a day on a regular basis, such as once or twice a month (the PA day plan)	1	2	3	4	5	65
.4 Paying teachers to be part of summer in-service programs.	1	2	3	4	5	66
.6 Assisting teachers in the pursuit of professional certificates.	1	2	3	4	5	67
.7 Assisting teachers in the pursuit of first degree	1	2	3	4	5	68
.8 Assisting teachers in the pursuit of post-graduate degrees	1	2	3	4	5	69
.9 Assisting teachers in university course work not directly aimed at acquiring a degree.	1	2	3	4	5	70
.10 Other (please specify)_____	1	2	3	4	5	71
.11 _____	1	2	3	4	5	72
.12 _____	1	2	3	4	5	73

14. Suppose in-service programs are required of certain teachers in the next five years. Which of the following groups should plan such programs?

	An extremely good idea	A very good idea	A good idea	A poor idea	A very poor idea	
.1 Teachers.	1	2	3	4	5	6
.2 Individual schools.	1	2	3	4	5	7
.3 Board officer	1	2	3	4	5	8
.4 Ministry of Education	1	2	3	4	5	9
.5 Faculties of Education (as part of a continuous pre-service / in-service training plan)	1	2	3	4	5	10
.6 Council of teachers, administrators and parents	1	2	3	4	5	11
.7 Teachers' Federations	1	2	3	4	5	12
.8 What is your opinion about having in-service education negotiated as part of the collective bargaining process with teachers' organizations. In other words, should in-service programs be determined by collective bargaining?	1	2	3	4	5	13

4

7
5

PART C - WORK PATTERNS

1. Please circle the extent to which, in your opinion, the people in the following categories would *benefit* or be *disadvantaged* if part-time teaching contracts were common. E.g., married teachers could have more time to spend with their families.

	Great benefit	Considerable benefit	Very little benefit	Disadvantages	FOR OFFICE USE
.1 Pre-school children	1	2	3	4	14
.2 School children	1	2	3	4	15
.3 Single women teachers	1	2	3	4	16
.4 Single men teachers	1	2	3	4	17
.5 Married women teachers	1	2	3	4	18
.6 Married men teachers	1	2	3	4	19
.7 Retired women teachers	1	2	3	4	20
.8 Retired men teachers	1	2	3	4	21
.9 Women teacher trainees	1	2	3	4	22
.10 Men teacher trainees	1	2	3	4	23
.11 Tenured women teachers	1	2	3	4	24
.12 Tenured men teachers	1	2	3	4	25
.13 Probationary women teachers	1	2	3	4	26
.14 Probationary men teachers	1	2	3	4	27
.15 Jobless women teachers	1	2	3	4	28
.16 Jobless men teachers	1	2	3	4	29
.17 Women principals	1	2	3	4	30
.18 Men principals	1	2	3	4	31
.19 Women teachers with little opportunity for promotion	1	2	3	4	32
.20 Men teachers with little opportunity for promotion	1	2	3	4	33
.21 Women teachers with a working spouse	1	2	3	4	34
.22 Men teachers with a working spouse	1	2	3	4	35
.23 Women teachers who feel in need of a change	1	2	3	4	36
.24 Men teachers who feel in need of a change	1	2	3	4	37
.25 Women teachers with young families with a working spouse	1	2	3	4	38
.26 Women teachers with young families without a working spouse	1	2	3	4	39
.27 Men teachers with young families with a working spouse	1	2	3	4	40
.28 Men teachers with young families without a working spouse	1	2	3	4	41
.29 Husband and wife teachers without a family sharing one job	1	2	3	4	42
.30 Husband and wife teachers with a family sharing one job	1	2	3	4	43
.31 Women teachers approaching retirement	1	2	3	4	44
.32 Men teachers approaching retirement	1	2	3	4	45
.33 New women graduates from Faculties of Education	1	2	3	4	46
.34 New men graduates from Faculties of Education	1	2	3	4	47
.35 Other (please specify)_____	1	2	3	4	48
.36 _____	1	2	3	4	49
.37 _____	1	2	3	4	50

		Highly feasible	Moderately feasible	Not very feasible	Not feasible	FOR OFFICE USE
2.	Indicate how feasible you think the following part time teaching arrangements would be, providing full pension, seniority and tenure were protected.					
2.1	About quarter time.	1	2	3	4	53
2.2	About half time.	1	2	3	4	54
2.3	About three quarter time.	1	2	3	4	55
2.4	One semester on, one semester off.	1	2	3	4	56
2.5	Half year (for places without semestering).	1	2	3	4	57
2.6	One year on, one year off.	1	2	3	4	58
2.7	Four days out of five.	1	2	3	4	59
2.8	Four years out of five.	1	2	3	4	60
2.9	Almost any imaginable arrangements.	1	2	3	4	61
2.10	Other (Please specify).	1	2	3	4	62
2.11	_____	1	2	3	4	63
2.12	_____	1	2	3	4	64

		Very likely	Quite likely	Unlikely	Very unlikely	
3.	Indicate your agreement or disagreement with the following statements on the *benefits* of widespread use of part time contracts. (Please circle)					
3.1	Schools will be able to maintain specialized and low enrolment courses in spite of declining enrolments .	1	2	3	4	65
3.2	Teachers will have more time and better opportunity for professional development	1	2	3	4	66
3.3	Part time jobs will become available to new teachers who would otherwise be unemployed	1	2	3	4	67
3.4	Individuals taking part time contracts will get an overall saving in income tax	1	2	3	4	68
3.5	Teachers will be able to diversify their paid activities	1	2	3	4	69
3.6	Teachers will have better possibility for fulfilling personal priorities such as raising a family, pursuing hobbies, etc.	1	2	3	4	70
3.7	The pressure of excessive workload due to shrinkage of staff will be alleviated	1	2	3	4	71
3.8	There will be less absenteeism and hence a reduction in pressure related to absenteeism	1	2	3	4	72
3.9	Boards will help the economy by employing more people	1	2	3	4	73
3.10	Teachers will have higher morale	1	2	3	4	74
3.11	Boards will be able to cope with pressure for teacher retention	1	2	3	4	75
3.12	An attractive alternative to upward (e.g. promotion) and horizontal (e.g. changing schools) mobility, which no longer exists in education, will become available.	1	2	3	4	76
3.13	Other (please specify)	1	2	3	4	77
3.14	. . . . .	1	2	3	4	78

4. Indicate your agreement or disagreement with the following *problems* that might come from making part time contracts widely available. (Please circle)	Very likely	Quite likely	Unlikely	Very unlikely	FOR OFFICE USE
4.1 Arranging work schedules at school	1	2	3	4	1
4.2 Protecting full superannuation benefits.	1	2	3	4	2
4.3 Low commitment from part time teachers	1	2	3	4	3
4.4 Decline in the quality of teacher-student relationship	1	2	3	4	4
4.5 Possibility of administrators forcing teachers to accept part time contracts	1	2	3	4	5
4.6 Decline in teachers' morale.	1	2	3	4	6
4.7 Administrative inconvenience	1	2	3	4	7
4.8 Finding people interested in part time contracts . .	1	2	3	4	8
4.9 Matching two people to suit one job description. . .	1	2	3	4	9
4.10 Other (please specify)	1	2	3	4	10
4.11	1	2	3	4	11

5. Indicate the feasibility of the following work situations. (Please circle)	Highly feasible	Moderately feasible	Not very feasible	Not feasible	
5.1 Two part-time teachers sharing a job	1	2	3	4	12
5.2 Sharing of specialist teachers:					
a) among schools.	1	2	3	4	13
b) among boards	1	2	3	4	14
5.3 A provincial pool of travelling teachers to fulfill short to medium term assignments for which small school boards are unable to afford increase in full-time staff	1	2	3	4	15
5.4 Two members of the same family sharing one job (e.g., husband and wife, brother and sister, father and son, etc.)	1	2	3	4	16
5.5 Two friends sharing one job.	1	2	3	4	17
5.6 Rotation of administrative responsibilities within a school.	1	2	3	4	18
5.7 Other (please specify)	1	2	3	4	19
5.8	1	2	3	4	20

FOR OFFICE USE

	Very significant	Moderately significant	Not very significant	Insignificant	
6. Suppose you are about to accept a part time teaching appointment. Indicate how significant the following problems would be to you.					
.1 Pension protection.	1	2	3	4	21
.2 Tenure and seniority arrangements	1	2	3	4	22
.3 Work environment (e.g., having a corner for oneself in the school).	1	2	3	4	23
.4 Feeling committed to one's job and students . . .	1	2	3	4	24
.5 Filling spare time with satisfying activities outside of the school	1	2	3	4	25
.6 Having a satisfactory rapport with colleagues who are full-time teachers.	1	2	3	4	26
.7 Other (please specify).	1	2	3	4	27
.8	1	2	3	4	28

7. Please make suggestions about various work patterns other than traditional full-time contracts that you would like to see encouraged in schools.

8. Suppose a school board must release teachers, and is making a decision on who to release and who to retain.

A. Stroke out the factors in the following list that you believe are irrelevant to the decision and should *not* be considered.

B. Of the factors that remain some will be more important than others to a fair decision. Give your view of the importance of each remaining factor by ranking them. Rank with numbers:

1 - most important
2 - next most important
3 - and so on

If you think two or more factors deserve the same priority give each of these "tied" ranks the same number.

A: Factors (strike out irrelevant ones)	B: Rank	
Absentee records	____	29
Seniority	____	30
Sex	____	31
Competence	____	32
Pension eligibility now	____	33
Dedication	____	34
Ethnic membership relative to school population	____	35
Work status of spouse	____	36
Effect on the quality of education available to students	____	37

9. *Answer only for those factors which you ranked in question 8.*

A. Specify who should be given priority when deciding which teachers should be retained and which released.

			Circle	
(Sex)	.1	male teacher	1	38
		female teacher	2	39
(Ethnic membership)	.2	teacher who is of same ethnic group as students	1	40
		teacher who is of different ethnic group than students	2	41

B. Indicate who among the following has priority for retention:

1 - highest priority
2 - next highest priority
3 - lowest priority

			Rank	
(Pension eligibility)	.3	teacher at full pension eligibility	____	42
		teacher close to full pension eligibility	____	43
		teacher far from full pension eligibility	____	44
(Work status of spouse)	.4	teacher whose spouse is not working	____	45
		teacher whose spouse is working for the board	____	46
		teacher whose spouse is working, but not for the board	____	47

10. Seniority may ideally be defined in different ways. Specify how you think seniority *should* be defined.

	Circle	
Years of experience with one board only	1	
Years of experience with a subject taught in one board	2	
Years of experience with a division, (e.g. primary, junior, intermediate, senior) in one board	3	
Years of experience in Ontario as a whole	4	
Years of experience both in and out of Ontario	5	48